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TRAINING GUIDE FOR VOCATIONAL HABILITATION.

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DESIGNED AS A GUIDE FOR COUNSELORS OF VOCATIONAL HABILITATION CLIENTS (CLIENTS WITH LITTLE OR NO VOCATIONAL EXPERIENCE) THIS MANUAL PRESENTS THE PROGRAM DEVELOPED BY THE WORK EXPERIENCE CENTER (WEC) OF THE ST. LOUIS JEWISH EMPLOYMENT AND VOCATIONAL SERVICE. THE MAJOR TRAINING VEHICLES USED BY WEC ARE HABILITATION WORKSHOPS, EMPLOYER JOB SITES, AND CLASSROOMS EQUIPPED FOR AUDIOVISUAL INSTRUCTION. A FIVE-PHASE PROGRAM, RANGING FROM EVALUATION AND GENERAL VOCATIONAL TRAINING TO FINAL JOB PLACEMENT, IS OUTLINED IN CHART FORM DETAILING OBJECTIVES AND RESOURCES EMPLOYED BY WEC. AN APPENDIX PRESENTS FORMS USED AT THE CENTER. THE REFERENCE LIST CONTAINS 10 ITEMS. (SB)

TRAINING GUIDE

for

VOCATIONAL HABILITATION

WORK EXPERIENCE CENTER

JEWISH EMPLOYMENT AND VOCATIONAL SERVICE

Saint Louis, Missouri

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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TRAINING GUIDE

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Vocational Habilitation

EC 001 372

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Saint Louis, Missouri

1966

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J. A. B.
August, 1966

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INTRODUCTION

The "Training Guide for Vocational Habilitation" is intended to be a working guide for counselors of habilitation clients, i.e. clients with little, if any, vocational experience. The "Training Guide" offers a program and resources for the preparation and development of the vocationally unsophisticated for the world of work. Those using it are encouraged to make suggestions for its improvement and/or further development.

The "Training Guide" is organized by phases. Each phase is preceded by a description providing objectives, criterion for movement, and resources. The content of each phase is organized into specific objectives for the client and appropriate resources for attainment of the objectives. These objectives and resources are further defined in three sub-section areas: (1) evaluation; (2) vocational adjustment training; and (3) specific job preparation.

Selection of resources involves matching of training and counseling requirements with resource capabilities. The material presented is intended to serve only as a guide which can be utilized or adapted according to individual client needs, counselor creativeness and resourcefulness, and community employment requirements and conditions.

A Philosophy for Vocational Adjustment Training

The National Council on Rehabilitation in August, 1943 defined rehabilitation as "the restoration of the handicapped to the fullest physical, mental, social, vocational, and economic usefulness of which they are capable" (Townsend, 1952). This was intended to be a broad definition and refers to the concept of total rehabilitation. Vocational rehabilitation is one aspect of a total rehabilitation concept and has as it's primary objective the development of the handicapped as a productive, wage earning and taxpaying member of society (Yount, 1962). Accomplishing this sometimes requires the coordination of community medical, psychological, vocational, and social services.

Whitehouse (1953) makes a distinction between "rehabilitation" and "habilitation". According to him, rehabilitation is concerned with re-education, and habilitation with the education of the handicapped. Rehabilitation clients need services which will restore them to self-sufficient or nearly self-sufficient living. On the other hand, most habilitation clients have never lived independent lives. These individuals for the most part have little or no previous contact with the work world. Therefore, they need to be educated in basic vocational adjustment to develop fundamental capabilities, knowledges, experiences, and attitudes. They need a vocational development program which will provide them with varied work experiences and realistic job training. This type of educational program may require a training period of comparatively long duration.

The model developed for this purpose is the experience center approach utilized by the Work Experience Center of the St. Louis Jewish Employment and Vocational Service. In the experience center approach the professional vocational counselor serves as the client's case manager. In managing a client's program, the counselor may draw upon various resources which he deems appropriate to the educational, psychological, and social development of the client for future employment.

The habilitation workshop is one of these resources. The habilitation workshop is like the transitional shop. It places emphasis on the industrial conditions which approximate those found in similar business operations in the community. In the experience center approach, however, the workshop is only one educational resource in the process of vocational adjustment.

Another major resource is the employer and his place of business, referred to as a "job-site". These job-sites are used for evaluation and training in a milieu of direct work experience. Cooperating employers permit clients to work or train at their locations for varying lengths of time as prescribed by counselors for specific training objectives. Such sites differ greatly not only

in terms of job duties, but also in terms of responsibility, psychosocial complexity, and work pressure. Through the use of employer job-sites the program can provide virtually any type of environment and training the client needs.

The experience center counselor is in a position to employ those situations and environments that offer maximum opportunity to develop the vocational potential of a particular client. For example, if his client needs a closely supervised domestic situation under the direction of an understanding female supervisor, it is possible to arrange this type of situation. If a situation is needed in an industrial setting perhaps with opportunity for initiative and responsibility, this, too, is possible within the scope of the program.

In early stages of adjustment, the WEC workshop is used by the professional counselor as a resource in preparing clients for experiences at employer job-sites. Later, it is used as an experience resource in conjunction with job-site assignments.

Habilitation clients need to be educated for the real work community and workshops serving them must approximate the expectations of future employers (Nelson, 1965; Thompson, 1958). For this reason the habilitation workshop foreman should be an experienced industrial person familiar with production, time and motion studies, work contracting, employee relations and supervision. His primary motivation must be workshop management and total production control, i.e. the control of materials, machinery, labor, time, quantity and quality, and cost.

The behavioral dynamics of clients and the therapeutic aspects of the shop are of secondary interest and importance to the habilitation workshop foreman. Even though he is basically production oriented, a good foreman must be skilled in interpersonal relations. This is universally recognized in industry and business; it is no less true for rehabilitation workshop foremen. The professional counselor can assess behavioral dynamics and can relate them to general employment requirements. In addition to employers and job-site supervisors, the workshop foremen serve as the counselor's complement in the work world. Understanding and cooperation between the counselor and foreman is crucial to the success of the habilitation effort.

The workshop plays an integral role in the developmental process and is at the disposal of the counselor for use at any time. Emphasis is on the individualization of the client's program. In addition to the workshop and job-sites a wide range of supportive resources available to the counselor include traditional counseling techniques as well as other training approaches common in industry. Some of these include group instruction, job rotation, orientation programs, field tours, and audio-visual training situations.

In the experience center approach the professional must be more than a qualified counselor, knowledgable about human behavior and development. He must also be an excellent coordinator, capable of working with many people in various capacities to foster maximum development of the client's employment potential. He must be skilled in communication in order to use employers and supervisors as true adjustment resources. The professional counselor must be familiar with working conditions if his counseling is to be truly "vocational". However, he must depend in part, on cooperation of supervisors and employers for whom production demands, supervision, job changes, efficiency, responsibility, consistency, perseverance, and tolerance for work are real.

It is the reality factor which is emphasized in the experience center approach. The workshop is reality oriented, though sheltered, and serves as a transitional phase to experience in real employer establishments. The employer job-site experiences then provide an excellent basis for further evaluation, adjustment training, and specific job preparation. This work and training in employer establishments becomes the bridge of adjustment to community employment. Once employed, the client's experiences become completely real. Continuous adjustment proceeds after employment, abetted by coordinate efforts of the counselor and supervisor. The counselor's role is eventually phased out to the supervisor as the client's guidance needs are diminished.

The Work Experience Center Program

The major aim of the Work Experience Center program is to enable clients to attain their highest level of self-sufficiency.

Vocational habilitation training at the Center includes two primary areas: general vocational adjustment and specific job preparation. Because of the limited experience background and emotional immaturity of most habilitation clients, the greater part of the WEC program is directed toward vocational adjustment training. Clients are generally lacking in work tolerance, perseverance, and the ability to function both independently and as part of a team. Most of them are naive about work and jobs. They need to learn the importance of working, of establishing job goals, and of training for the jobs. Specific job training is integrated with vocational adjustment training at later stages of the program.

In managing a client's program, the professional training counselor may draw upon various resources, using the techniques which he deems appropriate at each stage of the client's development.

The main training vehicle for the development of general vocational adjustment is the habilitation workshop. In the workshop, clients do industrial contract production much like that in many rehabilitation programs. The primary workshop technique is to vary job assignments or work situations in accordance with client adjustment needs.

Another important resource in the WEC program is the use of actual employers and their place of business. Employer job-sites are utilized for field tours and short-term work experiences. The advantages of these employer job-sites for evaluation and training are that:

1. The experience is real and concrete. On the job-site the client can work with "normal" employees in related activities, and have the opportunity to demonstrate and test his abilities, or lack of them, in a setting and on activities similar or identical to those faced in future job placement.

2. The job-site provides for a functional appraisal of behavioral dynamics on the job by both the training counselor and the employer. With the help of the employer, the counselor can objectively and realistically observe, evaluate, and develop the potential of a client.

3. By use of a variety of job-site assignments, the training counselor and the client can experience an immediate perception of client likes and dislikes in terms of areas of employment. Thus, the counselor is in an excellent position

to evaluate and offer maximum training and guidance services.

4. Similarly, the client and training counselor obtain immediate perception of client capabilities and limitations.

The job-site experience and its duration may be flexible and is arranged by the training counselor with the employer depending on the objectives the counselor has determined. Job-site assignments are usually one to three weeks in length, but may be for any period of time. The training counselor makes every effort to give the client enough time at the job-site to be able to assess his potential ability and offer maximum adjustment and/or specific job training.

Flexibility in the use of job-sites is very important. The result of one experience determines the client's next job-site situation or further evaluation technique, which will be employed by the training counselor. Every effort is made to build on previous experiences to further the personal and vocational adjustment of the client as well as to probe areas of interest and potential capability.

The WEC facility has a training room which serves as another potential resource to the training counselor. This is a classroom fully equipped with audio-visual aids. It is used mainly for instruction and counseling of individuals or small groups in specific job tasks or work behavior.

Parents also have a part in the training; they are encouraged to participate in client development throughout the program. Parents are involved in the evaluation of client potential and readiness, the establishment of vocationally related goals, and in specific training (such as in the use of public transportation).

Training counselors frequently contact parents through home visits, conferences at the WEC, telephone consultations, and correspondence. In addition, parents are encouraged to participate in group discussion sessions held at the WEC while the client is in the program. These sessions emphasize cooperative planning and effort and realistic parental attitudes toward future employment of their child. Participation of parents is considered one of the most important ingredients in the training program.

The WEC program utilizes a client-centered approach. The client progresses within the program at his own rate dependent on his capability and needs. No time schedules are set for training.

The training counselor, based on his observations and evaluation information from resources he has used, determines when a client is ready for movement through the program.

A review of the program sequence will help give some insight into

how the various training resources are employed to affect the transition through habilitation training to employment. The program is organized into five phases for purposes of clarity and evaluation.

Phase One

During the initial phase emphasis is placed on internal (at WEC) evaluation and general vocational adjustment. The client's time is divided among: (a) working on contracts in the workshop; (b) off-job training utilizing audio-visual techniques in job orientation groups; (c) field tours to job-sites; and (d) counseling sessions. Each client is given appropriate experiences to provide him with a realistic beginning orientation to employment, and to give the training counselor a sound basis for evaluation of his work potential. The client usually stays in phase one until he attains an acceptable level of adjustment to qualify him for work at an outside job-site.

Phase Two

Phase two is an extension of phase one emphasizing adjustment and evaluation during short experiences with actual employers. Phase two gives the training counselor a chance to observe the client under community job conditions.

When the client has demonstrated capability to work in an outside job setting, and when he shows interest and capability in some occupational area, he is ready for phase three.

Phase Three

During phase three the client is given specific job preparation. By this time the client has been oriented to various job areas and (with counseling assistance) is capable of selecting a job for which he desires training. At the WEC specific job preparation takes place in the workshop, in the training room, and on job-site assignments. Evaluation in terms of job skills, work habits, and attitudes continues. Emphasis is placed on vocational adjustment factors relating to the specific job for which the client is being prepared. This work and training will then provide a transition to community employment.

Phase Four

When the client has been prepared for a specific occupation or job situation and has developed sufficient independence and vocational adjustment, a full or part-time job try-out with an employer is arranged. Ultimate employment in these assignments is contingent upon the client's performance. This phase may last up to four full weeks dependent on the client's progress. Emphasis is placed on assisting the client to make a satisfactory adjustment

to the total job situation.

Phase Five

The client in this phase of the program is officially employed. Emphasis is on job satisfaction as well as job competence. Follow-up counseling is continued with the employee, employer, and parents until satisfactory adjustment and an acceptable level of job stability is attained. After several months (usually six) of continuous employment for the same employer, the employee is awarded a "Certification of Employment Qualification". The certificate attests to the employee's capability. It signifies a high level of job success and habilitation and can be used by the employee as a reference in seeking future jobs.

As the training program develops, the WEC staff is continually looking for answers to questions regarding the vocational potential and training of habilitation clients. The present approach is eclectic. It draws upon currently accepted theories about learning by emphasizing realistic, concrete and meaningful experiences in a developmental program. It integrates staff resources and background, the experiences of other programs, and experiences of the first two years of the Work Experience Center.

Based on initial experiences with this program the staff has observed that:

1. No single approach or fixed time schedule can fulfill the needs of all habilitation clients. Rather, various resources and techniques utilized during different phases of training can be combined effectively to bring about the development of client vocational potential.

2. The use of employer job-sites is a valuable tool in both evaluation and training of habilitation clients.

3. Parents can be effective colleagues in the development of client potential.

4. The teaching of specific job skills can assist the client in the development of general vocational adjustment.

PHASE I

PHASE ONE

Phase one is primarily a period of vocational adjustment and general evaluation of employment potential. During this phase the client usually spends one-half time in classroom instruction and one-half time in vocational habilitation training.

The resources available to the training counselor for evaluation and adjustment training include (a) various standardized measurement instruments, (b) samples of work, (c) the habilitation workshop, (d) employer job-sites, (e) field tours, (f) counseling, (g) classroom instruction utilizing audio-visual techniques, and (h) the home.

Each client is given appropriate experiences to provide him with a realistic orientation to employment; beginning development of acceptable personal and vocational attitudes and habits; and familiarization with the work world to give the training counselor a sound basis for evaluation of his work potential and general interests.

In classroom instruction, the client learns to handle his workshop income through familiarization with banking services and budgeting. He is also taught work-related concepts such as responsibility, initiative, and dependability. Use of public transportation is also introduced during this phase, and parents are encouraged to assume the responsibility for teaching the client to use the bus.

The client usually stays in phase one until he attains an acceptable level of adjustment to qualify him for work at an outside job-site for at least one week.

PHASE ONE

EVALUATION

OBJECTIVES

1. To assess client's general aptitudes.

2. To assess client's general achievement.

3. To assess client's general performance.

4. To assess client's general interests.

PHASE ONE

EVALUATION

RESOURCES	COMMENTS
Only the most commonly used and/or applicable instruments are cited. a. Individual Intelligence Tests: WAIS b. Nonverbal group scales of mental ability: Revised Army Beta Examination Goodenough Drawing Test c. Tests of mechanical aptitude d. Tests of clerical aptitude e. Differential Aptitude Test Battery f. Personality Rating Scales: Vineland Social Maturity Scale Texas Screening Battery for Subnormals-Bown's Self Report Inventory as adapted by Stephens g. Texas Screening Battery for Subnormals-Stephens Listening Test h. Texas Screening Battery for Subnormals-Discrimination Reaction Test i. Samples of work j. Texas Screening Battery for Subnormals-Peck's Sentence Completion as adapted by Stephens k. Draw-A-Person Test l. Bender Visual-Motor Gestalt Test a. Wide Range Achievement Test b. Metropolitan Achievement Tests a. Purdue Pegboard b. Texas Screening Battery for Subnormals-Dotting Test c. Production work samples d. Workshop observations e. Short-term employer job-site experience a. Short-term employer job-site visits and experiences b. Interview	

PHASE ONE

EVALUATION

OBJECTIVES

5. To evaluate client's home environment as it relates to vocational support and success.

PHASE ONE

EVALUATION

RESOURCES	COMMENTS
a. Home visit b. Texas Screening Battery for Subnormals-Questionaire for Parents - Form 2 c. Texas Screening Battery for Subnormals-Worchel's Rating Scale for Child Concept (Revised)	

PHASE ONE

VOCATIONAL ADJUSTMENT TRAINING

OBJECTIVES

A. Work Standards

1. To acquaint client with general work routines, rules, policies, and facilities at WEC.

2. To give client preliminary background for workshop contract work.

3. To foster adaptability, adjustment, and change.

B. Work Exposure

4. To give client preliminary job orientation.

5. To give client exposure to community jobs.

6. To acquaint client with work environments.

7. To give client experience with a variety of jobs.

8. To give client experience with different co-workers.

C. Work Attitudes

9. To foster job interest.

10. To orient client to realistic job goals.

11. To assist client in the development of self-confidence for employment.

D. Personal Skills

12. To assist client in procedure for cashing earnings checks.

13. To assist client to develop and use a budget.

14. To foster good grooming habits.

15. To familiarize client with local transportation services and how they can be used for personal purposes.

PHASE ONE

VOCATIONAL ADJUSTMENT TRAINING

RESOURCES	COMMENTS
a. Counsel b. Orientation, audio-visual materials and aids c. Samples of work d. Rotation on workshop contracts	
a. Job-site visits b. Job-site experience c. Audio-visual materials and aids d. Samples of work e. Workshop contracts	
a. Counsel b. Group discussion c. Reference materials, brochures, trade magazines, etc. d. Audio-visual materials and aids e. Rotation on workshop contracts f. Job-site visits g. Home coordination	
a. Counsel b. Audio-visual materials and aids c. Instruction d. Bus service company e. Bank visit f. Home coordination	

PHASE ONE

SPECIFIC JOB PREPARATION

OBJECTIVES

1. To orient client to jobs which seem to be within his capabilities.

PHASE ONE

SPECIFIC JOB PREPARATION

RESOURCES	COMMENTS
a. Audio-visual materials and aids b. Job-site visits c. Task or job experiences d. Samples of work	

PHASE II

PHASE TWO

Phase two, an extension of phase one, emphasizes adjustment and evaluation during short experiences with actual employers. The client spends any number of weeks, usually one or two, at job-sites and may, in some cases, continue to spend one-half time in classroom instruction. The program is flexible, however, and clients may be placed full-time in work training by the training counselor.

Phase two gives the training counselor an opportunity to observe clients under community job conditions. At this time, no special effort is made to teach specific job skills. Rather, the job-site assignment is designed as a "real work" environment for fostering favorable work habits and attitudes. Phase two also tests the client's ability to adjust to new jobs, different employers, supervisors, responsibilities, and to begin to develop realistic vocational goals. It provides a setting for a functional appraisal and development of behavioral and social dynamics on a job by two complimentary sources, the professional and the employers.

Other resources utilized by the training counselor during this phase can include (a) samples of work, (b) the habilitation workshop, (c) field tours, (d) classroom instruction and audio-visual techniques, (e) counseling, and (f) the home.

In classroom instruction the client may learn names, numbers, and time concepts associated with bus transportation and other material related to his anticipated vocational area.

When the client has demonstrated capability of working in an outside job setting, and when he shows interest and qualifications for some occupational area, he is considered ready for phase three.

PHASE TWO

EVALUATION

OBJECTIVES

1. To assess client's work potential in terms of aptitudes, abilities, interests and performance.

2. To assess client's concept of self as a productive worker.

3. To assess client behavioral dynamics in a work situation.

PHASE TWO

EVALUATION

RESOURCES	COMMENTS
a. Short-term employer job-sites Job-site supervisors Job-site co-workers b. Samples of work	
a. Short-term employer job-sites. b. Group discussion c. Counsel	
a. Short-term employer job-sites Job-site supervisors Job-site co-workers	

PHASE TWO

VOCATIONAL ADJUSTMENT TRAINING

OBJECTIVES

A. Work Standards

1. To foster work independence.

2. To develop ability to organize work.

3. To promote a work vocabulary.

B. Work Exposure

4. To give client job experience.

C. Work Attitudes

5. To foster good general work habits and attitudes.

6. To promote development of an acceptable and appropriate employer-client/employee relationship.

7. To foster realistic job interests.

D. Personal Skills

8. To familiarize client with names, numbers and time concepts associated with bus transportation.

PHASE TWO

VOCATIONAL ADJUSTMENT TRAINING

RESOURCES	COMMENTS
a. Short-term employer job-sites b. Habilitation workshop c. Samples of work d. Instruction e. Audio-visual materials and aids f. Counsel	
a. Short-term employer job-sites b. Habilitation workshop c. Samples of work	
a. Counsel b. Job-site experience c. Habilitation workshop d. Group discussion e. Supervisors	
a. Counsel b. Group instruction c. Audio-visual materials and aids d. Home and parents e. Bus service company	

PHASE TWO

SPECIFIC JOB PREPARATION

OBJECTIVES

1. To orient client to specific job skills which seem to be within his capabilities and develop those aptitudes which offer the greatest potential for employability.

PHASE TWO

SPECIFIC JOB PREPARATION

RESOURCES	COMMENTS
a. Job-site training b. Audio-visual materials and aids c. Samples of work	

PHASE III

PHASE THREE

During phase three the client is given training with emphasis on vocational adjustment as it relates to a specific job. By this time the client has been oriented to various job areas and with counseling assistance, is capable of selecting a job area in which he desires training. Evaluation in terms of job skills, work habits, and attitudes continues.

Usually, the client receives full-time vocational training during this phase. The development of job skills and an acceptable self-concept are considered very important during this phase.

The resources available to the training counselor for specific job evaluation and training include: (a) various standardized measurement instruments, (b) samples of work, (c) the habilitation workshop, (d) employer training-sites, (e) field tours, (f) counseling, (g) audio-visual techniques, and (h) the home.

When the client has demonstrated an acceptable level of job know-how, positive work attitudes, and an adequate recognition of his strengths and weaknesses, he is ready to make the transition to community employment.

PHASE THREE

EVALUATION

OBJECTIVES

1. To assess client's capabilities in terms of specific job skill requirements.

2. To evaluate client's behavioral characteristics and emotional and social skills, as they relate to the specific job requirements.

PHASE THREE

EVALUATION

RESOURCES	COMMENTS
a. Job-site b. Measurement instruments c. Samples of work	
a. Job-site training b. Counsel	

PHASE THREE

VOCATIONAL ADJUSTMENT TRAINING

OBJECTIVES

A. Work Standards

1. To foster a high level of productivity and efficiency.
2. To foster tolerance for a full day's work.
3. To foster adapability.
4. To foster work organization, independence, and initiative.
5. To promote personal hygiene as it relates to job attendance and habits.
6. To develop ability to handle situations involving social interaction with customers and/or guests.

B. Work Exposure

7. To give client specific job experience.

C. Work Attitudes

8. To foster a desire to work and be employed.
9. To foster realization of individual differences.
10. To foster healthy attitudes toward personal strengths and weaknesses.

D. Personal Skills

11. To help client reach a practical level of ability in handling money and change.
12. To develop ability to handle possible inter-personal difficulties encountered on the job.
13. To develop ability to handle initial interview with employer.
14. To familiarize client with the proper use of the telephone.
15. To develop client capability to use bus to WEC.

PHASE THREE

VOCATIONAL ADJUSTMENT TRAINING

RESOURCES	COMMENTS
a. Counsel b. Group discussion c. Role playing d. Habilitation workshop e. Job-site training f. Samples of work	
a. Job-site training b. Samples of work	
a. Audio-visual materials and aids b. Counsel c. Group discussion	
a. Counsel b. Group instruction c. Role-playing d. Home and parents e. Public bus f. Bus time schedules	

PHASE THREE

SPECIFIC JOB PREPARATION

OBJECTIVES

1. To familiarize client with various work environments in a specific job area.

2. To acquaint client with equipment important to specific job.

3. To familiarize client with primary and supplementary job duties for specific jobs.

4. To emphasize the importance of, and means for, inter-coordination and teamwork with other workers in a specific job role.

5. To emphasize the importance of the worker's role in a particular business.

6. To familiarize the client with the responsibilities of the worker in a specific job.

7. To acquaint the client with ways to organize work and manage activities on a specific job.

8. To foster improvement in areas of weakness for the specific job.

PHASE THREE

SPECIFIC JOB PREPARATION

RESOURCES	COMMENTS
a. Audio-visual materials and aids b. Job-site visits c. Job-site training	
a. Audio-visual materials and aids b. Job-site training c. Samples of work	
a. Audio-visual materials and aids b. Job-site training c. Samples of work	
a. Audio-visual materials and aids b. Job-site training	
a. Audio-visual materials and aids b. Job-site training	
a. Audio-visual materials and aids b. Job-site training	
a. Individual instruction b. Job-site training c. Samples of work	
a. Counsel b. Habilitation workshop c. Job-sites d. Audio-visual materials and aids	

PHASE IV

PHASE FOUR

The client enters phase four when he has been prepared for a specific occupation and has developed sufficient independence and vocational adjustment to merit a full or part-time job try-out with an employer. Emphasis is placed on assisting the client to make a satisfactory adjustment to the job, to the work tasks, and to the employer. The client receives wages from the employer during this period.

The "resources" normally used by the training counselor during phase four include the employer, the parents, and on-the-job counseling. This phase may last up to four weeks; the length of time is dependent on the client's progress. Ultimate employment in these assignments is contingent upon the client's performance.

PHASE FOUR

EVALUATION

OBJECTIVES

1. To assess personal adjustment to job, employer, and co-workers.

2. To assess client/employee capability and aptitude for specific job.

3. To evaluate client/employee's satisfaction with job.

4. To assess client/employees capability for independent travel to and from job.

5. To determine employer's satisfaction with client.

PHASE FOUR

EVALUATION

RESOURCES	COMMENTS
a. Job b. Employer	
a. Job b. Employer	
a. Client/employee b. Employer c. Parents	
a. Public bus service b. Employer c. Parents	
a. Employer	

PHASE FOUR

VOCATIONAL ADJUSTMENT TRAINING

OBJECTIVES

1. To assist the client/employee in developing work independence.

2. To assist in developing a positive employer-employee relationship.

3. To assist client/employee in solving adjustment problems encountered on job.

4. To assist client/employee in developing and maintaining a budget for earnings.

PHASE FOUR

VOCATIONAL ADJUSTMENT TRAINING

RESOURCES	COMMENTS
a. Job	
a. Job b. Client/employee c. Employer	
a. Supervisor b. Client/employee c. Parents	
a. Client/employee b. Parents	

PHASE FOUR

SPECIFIC JOB PREPARATION

OBJECTIVES -

1. To assist client/employee to know job duties and responsibilities.

2. To familiarize the client/employee with the general work area, use of special equipment, location of work materials, etc. of the specific employer.

3. To assist the client/employee in developing a pattern of work and an ability to organize work.

4. To develop client/employee ability to secure dependable transportation to and from work.

PHASE FOUR

SPECIFIC JOB PREPARATION

RESOURCES	COMMENTS
a. Employer work requirements b. Supervisor	
a. Job b. Supervisor	
a. Job b. Client/employee	
a. Parents b. Public bus service	

PHASE V

PHASE FIVE

This is a continuation of phase four. The client in this phase of the program is officially employed and earning an employee wage. Emphasis is on job satisfaction as well as competence. Follow-up counseling is continued with the employee, employer, and parents until satisfactory adjustment and an acceptable level of job stability is attained. A minimum of thirty days of continuous employment is required to substantiate the employability of the client.

After several months (usually six) of continuous work for a single employer, the employee is awarded a "Certification of Employment Qualification". The certificate is signed by appropriate program staff, and the employer; it attests to the employee's capability. It signifies a high level of job success and habilitation and can be used by the employee as a reference in seeking future jobs.

PHASE FIVE

EVALUATION

OBJECTIVES

1. To evaluate employee's satisfaction with job.

2. To evaluate employee's satisfactoriness on job.

3. To evaluate parent/guardian attitudes toward employment.

PHASE FIVE

EVALUATION

RESOURCES	COMMENTS
a. Employee b. Parents	
a. Supervisor	
a. Parents/guardians	

PHASE FIVE

VOCATIONAL ADJUSTMENT TRAINING

OBJECTIVES

1. To promote good work habits and wholesome interpersonal relationships.

2. To assist employee in maintaining a budget for earnings and in the completion of income tax reports.

PHASE FIVE

VOCATIONAL ADJUSTMENT TRAINING

RESOURCES	COMMENTS
a. On-the-job counsel b. Parents	
a. Employee b. Parents	

PHASE FIVE

SPECIFIC JOB PREPARATION

OBJECTIVES

1. To assist employer and/or supervisor in any training or handling of problems with employee.

PHASE FIVE

SPECIFIC JOB PREPARATION

RESOURCES	COMMENTS
a. Employee counsel b. Supervisor discussions c. Home counsel	

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APPENDIX

APPENDIX A

MANAGEMENT OF CLIENT FOLDERS

1. Management of the individual client's file folder is the responsibility of the training counselor.

2. The training counselor maintains client folders for all active clients (evaluation, training, placement, and follow-up cases) assigned to him.

3. Following is the content of client folders:

Section

I DVR Summation Report

II Counselor Training Plan

III Progress Reports

- A. DVR Four-Week Report
- B. Progress Information - Anecdotal Record
- C. Disciplinary Reports
- D. Wage Change Record
- E. Inter-Office Memorandums
- F. Correspondence

IV Home Contact Information

- A. Home Interview
- B. Home Contact - Anecdotal Record
- C. Correspondence

V School Contact Information

- A. School Contact - Anecdotal Record
- B. School Memorandums

VI General Information

- A. General Information Data
- B. DVR Medical Report
- C. JEVS Registration
- D. Parent Permission Forms

VII Evaluation Data

- A. School District Evaluation Information
- B. WEC Test Evaluation Information
- C. WEC Production Ratings
- D. Other Evaluation Information (employers, social agencies, parents, etc.)

APPENDIX B

ST. LOUIS JEWISH EMPLOYMENT AND VOCATIONAL SERVICE (JEVS) REGISTRATION CARD

Instructions

1. The JEVS Registration Card must be completed for all new clients upon entrance into WEC. The yellow card is used for males, the blue card for females.

2. In addition to the self-explanatory data requested of the client, the following data must be supplied by the training counselor on the front upper right hand corner of the form:

   (a) Project or program

   (b) H - handicapped

   (c) Referral Source - DVR and name of DVR counselor referring

   (d) C - initials of WEC training counselor

3. Initial interview comments should be written on the back side of the form.

4. An entry should be made on the inserted white form for the initial intake contact and upon closure. The code key for the initial visit and for placement information is as follows:

FV	First visit
OK	Hired
DNR	Did not report
DNA	Did not accept
RC	Refused wages condition
NQ	Not qualified
REV	Revisit
NW	No work
PF	Position filled, no referral
RPF	Referral made, PF
LI	Letter in
LO	Letter out

5. After the initial interview and registration, the completed JEVS Registration Card is forwarded to the Assistant Executive Director for assignment of a serial number for record keeping purposes. It is then returned to the training counselor for inclusion in the client's folder.

6. Any placements of one week or longer should be entered on

the back of the form with the self-explanatory data requested. The card is then forwarded to the Assistant Executive Director for recording of statistical data and returned to the training counselor.

JEVS Registration Card Insert

NAME:			SERIAL NO.
DATE	WKR.	CODE	DESCRIPTION OF CONTACT

PRINT NAME IN INK IN THIS SPACE

LAST NAME	FIRST	MIDDLE

ADDRESS	TELEPHONE NO.

DATE OF BIRTH			HEIGHT		WEIGHT	COLOR OF HAIR	SOCIAL SECURITY NUMBER
MONTH	DAY	YEAR	FEET	INCHES			

PLACE OF BIRTH (CITY, STATE COUNTRY) — CITIZENSHIP YES ____ NO ____

STATE WORK LIMITATIONS CAUSED BY ANY PHYSICAL CONDITION:

RESIDENCE	U.S.	ST. LOUIS	ENGLISH	OTHER LANG. (ENTER OTHER LANG. & CHECK)			
			SPEAK?				
YEAR OF ARRIVAL IN			READ?	SPEAK?			
			WRITE?	READ?			
				WRITE?			

CHECK MARITAL STATUS	CHECK LIVING ARRANGEMENT!	RELATIVES	HOW MANY CHILDREN DO YOU HAVE?	SATURDAY WORK
SINGLE	AT HOME	NAME OF FATHER		
MARRIED	RELATIVES	NAME OF MOTHER		YES
OTHER	OTHER	NAME OF HUSBAND OR WIFE		NO

EDUCATION

ENCIRCLE HIGHEST GRADE COMPLETED — GRAMMAR SCHOOL: 1 2 3 4 5 6 7 8 — HIGH SCHOOL: 1 2 3 4

HIGH SCHOOL	DATES FROM	DATES TO	COURSE-VOCATIONAL SUBJECTS	DIPLOMA YES OR NO

COLLEGE OR OTHER TRAINING

SCHOOL	DATES FROM	DATES TO	DAY OR EVEN'G	MAJOR OR SPECIAL SUBJECT	DEGREE OR DIPLOMA

EMPLOYMENT RECORD FILL OUT IN DETAIL - LIST LAST JOB FIRST
LIST THOSE 4 JOBS MOST RECENT AND OF LONGEST DURATION

NAME OF FIRM			TYPE OF BUSINESS
ADDRESS			
FROM	HOW OBTAINED	SALARY (MIN. & MAX.)	NAME OF IMMEDIATE SUPERIOR
TO	WHY LEFT		

NAME OF FIRM			TYPE OF BUSINESS
ADDRESS			
FROM	HOW OBTAINED	SALARY (MIN. & MAX.)	NAME OF IMMEDIATE SUPERIOR
TO	WHY LEFT		

NAME OF FIRM			TYPE OF BUSINESS
ADDRESS			
FROM	HOW OBTAINED	SALARY (MIN. & MAX.)	NAME OF IMMEDIATE SUPERIOR
TO	WHY LEFT		

NAME OF FIRM			TYPE OF BUSINESS
ADDRESS			
FROM	HOW OBTAINED	SALARY (MIN. & MAX.)	NAME OF IMMEDIATE SUPERIOR
TO	WHY LEFT		

APPLICANT'S SIGNATURE _____ DATE _____

(DO NOT WRITE IN THIS SECTION)

C	P	SOURCE

SERIAL NO.

CLASSIFICATION
1.
2.
3.
4.

SUMMARY

DO NOT WRITE ABOVE THIS LINE

LIST IN ORDER YOUR JOB PREFERENCES	MIN. SALARY ACCEPTABLE	DESIRED SALARY
1.		
2.		
3.		
4.		

STATE YOUR DUTIES ON THE JOB

LEAVE BLANK

LEAVE BLANK

LEAVE BLANK

LEAVE BLANK

(DO NOT FILL OUT THIS SIDE)

COMMENTS	HEALTH (DIAGNOSIS AND LIMITATIONS)
	SPECIAL MACHINES. TOOLS. EQUIPMENT. ETC.
	OWN A CAR? / DRIVE? / CHAUFFEUR'S LICENSE / WILLING TO TRAVEL? — UNION

REFERRALS

DATE	SALARY	EMPLOYER / BUSINESS	OCCUPATION & DUTIES	DATE BEGAN / DATE ENDED	DURATION / RESULTS	REMARKS

PRINT NAME IN INK IN THIS SPACE

LAST NAME	FIRST	MIDDLE

ADDRESS	TELEPHONE NO.

DATE OF BIRTH			HEIGHT		WEIGHT	COLOR OF HAIR	SOCIAL SECURITY NUMBER
MONTH	DAY	YEAR	FEET	INCHES			

PLACE OF BIRTH (CITY, STATE COUNTRY) — CITIZENSHIP YES NO

STATE WORK LIMITATIONS CAUSED BY ANY PHYSICAL CONDITION:

RESIDENCE	U.S.	ST. LOUIS	ENGLISH	OTHER LANG. (ENTER OTHER LANG. & CHECK)			
			SPEAK?				
YEAR OF ARRIVAL IN			READ?	SPEAK?			
			WRITE?	READ?			
				WRITE?			

CHECK MARITAL STATUS	CHECK LIVING ARRANGEMENTS	RELATIVES	HOW MANY CHILDREN DO YOU HAVE?	ARE YOU A SABBATH OBSERV-ER?
SINGLE	AT HOME	NAME OF FATHER		
MARRIED	RELATIVES	NAME OF MOTHER		YES
OTHER	OTHER	NAME OF HUSBAND OR WIFE		NO

EDUCATION

ENCIRCLE HIGHEST GRADE COMPLETED	1 2 3 4 5 6 7 8 GRAMMAR SCHOOL	1 2 3 4 HIGH SCHOOL

HIGH SCHOOL	DATES FROM	DATES TO	COURSE -- SPECIAL SUBJECTS	DIPLOMA YES OR NO

COLLEGE OR SPECIAL EDUCATION

SCHOOL	DATES FROM	DATES TO	DAY OR EVEN'G	MAJOR OR SPECIAL SUBJECT	DEGREE OR DIPLOMA

(DO NOT WRITE IN THIS SECTION)

C	P	SOURCE

SERIAL NO.

CLASSIFICATION
1.
2.
3.
4.

SUMMARY

DO NOT WRITE ABOVE THIS LINE

LIST IN ORDER YOUR JOB PREFERENCES	MIN. SALARY ACCEPTABLE	DESIRED SALARY
1.		
2.		
3.		
4.		

EMPLOYMENT RECORD FILL OUT IN DETAIL - LIST LAST JOB FIRST
LIST THOSE 4 JOBS MOST RECENT AND OF LONGEST DURATION

STATE YOUR DUTIES ON THE JOB

NAME OF FIRM			TYPE OF BUSINESS	
ADDRESS				
FROM	HOW OBTAINED	SALARY (MIN. & MAX.)	NAME OF IMMEDIATE SUPERIOR	
TO	WHY LEFT			LEAVE BLANK

NAME OF FIRM			TYPE OF BUSINESS	
ADDRESS				
FROM	HOW OBTAINED	SALARY (MIN. & MAX.)	NAME OF IMMEDIATE SUPERIOR	
TO	WHY LEFT			LEAVE BLANK

NAME OF FIRM			TYPE OF BUSINESS	
ADDRESS				
FROM	HOW OBTAINED	SALARY (MIN. & MAX.)	NAME OF IMMEDIATE SUPERIOR	
TO	WHY LEFT			LEAVE BLANK

NAME OF FIRM			TYPE OF BUSINESS	
ADDRESS				
FROM	HOW OBTAINED	SALARY (MIN. & MAX.)	NAME OF IMMEDIATE SUPERIOR	
TO	WHY LEFT			LEAVE BLANK

APPLICANT'S SIGNATURE — DATE

(DO NOT FILL OUT THIS SIDE)

COMMENTS

HEALTH (DIAGNOSIS AND LIMITATIONS)

SPECIAL MACHINES, TOOLS, EQUIPMENT, ETC.

OWN A CAR?

DRIVE?

CHAUFFEUR'S LICENSE

WILLING TO TRAVEL?

UNION

REFERRALS

DATE	SALARY	EMPLOYER / BUSINESS	OCCUPATION & DUTIES	DATE BEGAN / DATE ENDED	DURATION / RESULTS	REMARKS

APPENDIX C

MISSOURI DIVISION OF VOCATIONAL REHABILITATION (DVR)
EVALUATION REPORT

Instructions

1. If a client referred to WEC is found eligible by DVR, the DVR counselor will grant a contract for services (evaluation) to WEC. The services specified in the contract must be started between the two dates authorized in the contract.

2. Before the expiration of the contract for services the WEC training counselor must submit one copy of a written "Evaluation Report" to the DVR counselor. This report should include:

   (a) background information regarding client

   (b) information regarding disabilities

   (c) current status, e.x., in school.

   (d) evaluation of abilities and method of evaluation

   (e) information concerning home

   (f) WEC training counselor's anticipated disposition for client and proposed plan of WEC training. If other training resources are to be utilized, they must be cited in the plan.

3. Two copies of the report should be placed in the client's (WEC) folder, one copy in the WEC DVR administrative file, and at least one copy sent to the appropriate referral source.

APPENDIX D

WORK EXPERIENCE CENTER (WEC)
TRAINING PLANS

Instructions

1. A written training plan for each client should be completed by the client's training counselor within ten calendar weeks from the client's date of entrance into the program.

2. Training plans should develop as a result of the training counselor's intensive evaluation of the client and should include the following information:

   A. Evaluation of client - a brief narrative summary and interpretation of the counselor's evaluation procedures, techniques, and findings as they relate to the vocational potential of the client. It is not necessary to report test scores in the training plan as these are entered elsewhere in the client's folder.

   B. Anticipated disposition - the counselor's evaluation of client capabilities and potential should lead to an anticipated outcome of training. It is this tentative employment/employability GOAL for which training is planned.

   C. Training plan - the counselor's goals and plans are the most important part of the report. It should reflect the counselor's plans for the client in terms of concrete steps for developing his vocational potential. This can be stated in general terms and should include the anticipated resources to be used in carrying out the plan.

3. Upon completion of the written training plan the counselor should distribute copies to the Director of Client Services, WEC, the DVR counselor, and when appropriate, school personnel and social workers. Training plans should also be discussed or explained to the parents of the client.

4. Any major changes in training plans should be indicated in a memo to the Director of Client Services, WEC. Copies of the memo should be distributed to any other persons the counselor deems appropriate. One copy of the memo should be attached to the training plan in the client's folder.

APPENDIX E

MISSOURI DIVISION OF VOCATIONAL REHABILITATION (DVR)
MONTHLY REPORTS

Instructions

DVR monthly reports are submitted for each client every twenty work days. The monthly reports are submitted with billing for training at periods specified by DVR, usually every four weeks. DVR is billed for training if the client has been present at least ten days of the twenty day period. One copy of the monthly report is sent to DVR with a bill and one copy is entered in the WEC DVR administrative file.

DEPARTMENT OF EDUCATION
DIVISION OF PUBLIC SCHOOLS
VOCATIONAL REHABILITATION
Jefferson City, Missouri

MONTHLY REPORT

(SUBMIT ONLY ONE COPY EACH MONTH)

Date.....

Name of Student.....

Name of Training Agency.....

Address of Agency.....

Period Covered by Report.....

Absence:.....Days.

Attendance: .....Days.

REMARKS AND SUGGESTIONS.

Progress: Check ✓

Excellent . . .	
Very good . . .	
Good	
Fair	
Poor	

APPENDIX F

MISSOURI DIVISION OF VOCATIONAL REHABILITATION (DVR)
SUPPLEMENTARY (SUMMATION) REPORT

Instructions

1. At the termination of a DVR authorization for training, the training counselor must submit one copy of a written "Supplementary (Summation) Report". The report should summarize client services for the year, current status, and recommendations.

2. Two copies of the report should be placed in the client's (WEC) folder, one copy in the WEC DVR administrative file, and additional copies sent to other appropriate sources.

APPENDIX G

ST. LOUIS JEWISH EMPLOYMENT AND VOCATIONAL SERVICE (JEVS)
JOB CARD

Instructions

1. The purpose of the JEVS Job Card is to maintain a current file on employer contacts. The form is to be completed in triplicate (green, yellow, and white copies) for each job order received.

2. In describing duties of the position opening reference may be made to:

   "Training Handbook and Guide to the Use of the Occupational Dictionary" Missouri Division of Employment Service, Jefferson City, Missouri, 1961.

3. The back of the form is completed for each referral made. The code key is as follows:

PI	Phoned in
PO	Phoned out
NAC	Cancelled. No applicant capable
T	Trip
PF	Position filled, no referral
RPF	Referral made. PF
OK	Applicant on job
OKD	Applicant discharged in day or less
DNR	Applicant did not report for interview
HX	Applicant hired. Did not show up
TR	Applicant told to report

4. When a job placement is made the green and white copies are forwarded to the Assistant Executive Director of JEVS and the yellow copy is retained in the WEC employer file.

ST. LOUIS JEWISH EMPLOYMENT AND VOCATIONAL SERVICE (JEVS)
JOB CARD
(Front)

NAME	INDUSTRY	MONTH DAY YEAR 19	
ADDRESS	PHONE	HOUR	WKR.
APPLY TO	WHEN TO APPLY		O PI PO T NP LI

NO OPGS	SEX	POSITION	AGE RANGE	MARITAL STATUS

WAGES	PER	DURATION	HRS. WEEKLY	HRS. DAILY	HRS. SAT.	HRS. SUN.	EMIGRE

DUTIES. SPECIFICATIONS. EXPERIENCE. TRAINING. PERSONALITY. SPECIAL TRAITS. ETC.

OPEN AS OF -

REMARKS

(Back)

REFERRALS						VERIFICATIONS				
DATE	WKR.	NAME	AGE	P or C	EMIGRE	DATE	WKR.	APP.	EMP.	CODE
		1								
								DATE TO BEGIN		
		2								
								BEGIN		
		3								
								BEGIN		
		4								
								BEGIN		
		5								
								BEGIN		
		6								
								BEGIN		
		7								
								BEGIN		
		8								
								BEGIN		

DATE FILLED	No.	R or T	DATE CANCELLED	No.	CODE	REMARKS

(4)

APPENDIX H

CERTIFICATION OF EMPLOYMENT QUALIFICATION

WORK EXPERIENCE CENTER | 8200 Exchange Way St. Louis, Missouri 63144 | WOodland 1-8757

CERTIFICATION OF

EMPLOYMENT QUALIFICATION

A Not-for-Profit Vocational Training Agency
for Handicapped Young Men and Women

(Front)

WORK EXPERIENCE CENTER | *Certification of Employment Qualification*

has met the requirements set forth by the Work Experience Center and is deemed qualified for employment as a

in situations where adequate initial training and supervision are provided.

He has successfully attained the following: personal adjustment to work situations, competence in job training and a minimum of . . . . . months satisfactory work at:

Employer

. . . . . .

Training Counselor

. . . . . .

Date issued:

(Inside)

The Work Experience Center is sponsored by:

St. Louis Jewish Employment and Vocational Service

St. Louis County Special School District

Missouri Division of Vocational Rehabilitation

(Back)